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ABSTRACT

This bibliography compiles works that convey the scope and depth of the transition in South African education, as well as a range of perspectives and positions. Although not an exhaustive list, it gathers together significant national government policy documents, especially those of the Department of Education; stakeholder position papers; the insights of intellectuals who, in most cases, have been intimately involved in the process; and sources that are often inaccessible through normal computer-based searches. Entries have been grouped into three sections: government-policy documents and statements; stakeholder positions; and the critical responses of researchers, academics, and individual observers. Within each section, a simple classification provides access to items on a particular aspect of the education system. Each subsection is arranged alphabetically by author or, in the case of government publications, by title. Some of the types of documents that are annotated include policy statements, annual reports, governance papers, resources for learning, racial-integration reports, specialized-education and support-services documents, and articles on educator development. At the close of the bibliography, some titles of monthly and quarterly periodicals that focus on education are included. These publications record and/or analyze the unfolding events of educational transformation in South Africa. (RJM)

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Education and Transition

An Annotated Select Bibliography

By
Jenni Karlsson
August 1997

Education Policy Unit
University of Natal
Durban

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INTRODUCTION

Education in South Africa is undergoing fundamental transformation. This is not confined to only one aspect of education, such as curriculum, or only one phase, such as schooling. Indeed, education has been reconceptualised and the entire education system restructured on the basis of a set of premises and principles which are quite different to those that informed apartheid education. This has given rise to an increasing body of literature - from the state, academics and stakeholders - which reflects the contested nature of education as a critical component for the hegemony of the state, and more particularly, in a post-apartheid and globalisation era for the social and economic development of South Africans.

At the start of 1997, the African National Congress as the dominant party in government, announced that this would be the 'year of delivery'. This annotated bibliography reflects much of the work published during the transitional period between 1990 when policy options alternative to apartheid education were first mooted, up to mid 1997 when the policies formulated in the preceeding years entered their implementation or delivery phase.

Entries to this bibliography have been restricted to work written at the time of, or following, the unbanning of the liberation movements in 1990 as this heralded the period of transition. The selection attempts to compile works that convey the scope and depth of the transition in South African education, as well as a range of perspectives and positions. Obviously it is not an exhaustive list and, given the rapid output of departmental policy and discussion documents, unavoidably dated. Nevertheless, it gathers together significant national government policy documents, especially those of the Department of Education.

stakeholder position papers and the insights of intellectuals who, in most cases, have been intimately involved in the process, and sources which are often inaccessible through normal computer-based searches. Most of these are in the resource centres of the university-based Education Policy Units (EPUs) and the Centre for Education Policy Development (CEPD).[1]

Entries have been grouped into three sections: government policy documents and statements; stakeholder positions; and the critical responses of researchers, academics and individual observers. Within each section, a simple classification provides access to items on a particular aspect of the education system. Each sub-section is arranged alphabetically by author or, in the case of government publications, title.

At the close, some titles of monthly and quarterly periodicals which focus on education are included. These publications record and/or analyse the unfolding events of educational transformation in South Africa so it is not possible to isolate single articles for this bibliography.

[1] See Appendix for contact details of the EPUs and CEPD.

Section 1: Government Policy Documents and Statements, including Task Team and Commission Reports

Legislation

Constitution of the Republic of South Africa, 1996.

Following a consultative process of two years duration, this Constitution supercedes that which was negotiated by various political parties in the pre-democracy period. Various education related issues are covered, such as basic and further education, language for instruction, discrimination, and the establishment of schools. Education is included in Schedule 4 which lists the concurrent powers of national and provincial governments.

National Education Policy Act, 1996. (No. 27 of 1996).

This legislation details the parameters of the Minister's powers relating to defining and monitoring national policy for education, and the statutory structures for national coordination of provinces and consultation with stakeholders.

South African Qualifications Authority Act, 1995. (No. 58 of 1995).

This legislation establishes the National Qualifications Framework (NQF) and constitutes the South African Qualifications Authority (SAQA). Further, it defines SAQA's functions, powers, funding and other matters.

South African Schools Act, 1996 (No. 84 of 1996).

The Act pertains to schools and represents a significant shift to equitable schooling. It provides for a uniform system for the organisation, governance and funding of schools. The major innovations are that all schools are defined as either

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public or independent, and public schools will have democratically elected governing bodies comprising representatives of parents, educators, non-educators and (in secondary schools) learners.

South African Schools Bill, 1996. (Notice 1202 of 1996). August 1996. (*Government Gazette*, 374 (17385)).
Draft legislation with sections which were hotly contested, negotiated and amended at the eleventh hour in parliament.

Green and White Papers

A skills development strategy for economic and employment growth in South Africa, Department of Labour. March 1997. 87p.
This Green Paper describes government's proposed national strategy to develop skills for the labour market and workplace. It covers the new approach to qualifications and curriculum development, new mechanisms for funding, coordinating and informing the strategy and competitive processes of disbursing public funds for training provision. A White Paper is expected later in 1997.

Green Paper on Higher Education transformation. December 1996. 77p.
Following the National Commission on Higher Education's report 'A framework for transformation', this Green Paper signals the next step in formulating government policy for a single, co-ordinated and transformed higher education system and the attendant governance and funding arrangements.

Draft White Paper on Education and Training. (Notice 1030 of 1994). September 1994. 60p. (*Government Gazette*, 351(15974)).

The first Gazetted draft of education policy of the Ministry of Education for the Government of National Unity, carrying the subtitle 'Education and training for a democratic South Africa: first steps to develop a new system'.

Draft White Paper on Higher Education. April 1997. 80p. (Government Gazette, 382(17944)).

Based on the Green Paper, this draft policy document comprises four sections: challenges; vision and principles; structure and growth; governance; and funding. These are followed by the first draft of a Higher Education Bill.

White Paper on Education and Training in a Democratic South Africa: first steps to develop a new system. February 1995. 79p. (*Government Gazette*, 357(16312)).

The importance of this text is as the first education White Paper issued by the Government of National Unity. It outlines the principles which underpin the new paradigm of South African education, and indicates the comprehensive framework of the entire system and initiatives to be taken which would enable implementation to proceed. The White Paper and the earlier draft generated great public interest and debate around issues of education policy and implementation.

Education White Paper 2: the organisation, governance and funding of schools. February 1996. 48p. (Government Gazette, 368(16987)).

Based on many recommendations of the Hunter Report and a draft released at the end of 1995, this White Paper represents the Minister of Education's policy proposal after extensive public debate and consultation. Following the Hunter

Report's four funding options, the White Paper includes additional options identified by international consultants and indicates how the Ministry intends to negotiate the altering of public school governing bodies' powers and functions.

White Paper on Reconstruction and Development. November 1994. 81p. (Government Gazette, 353(16085)).
Based on much of the ANC's Reconstruction and Development Programme (RDP), this policy document identifies five key programmes, one of which is 'Developing our Human Resources'. The education system is seen as a key support area, together with industry and the home, to promote life-long learning and to democratise and renew society.

Commission, Committee and Task Team Reports

Changing management to manage change in education: report of the Task Team on Education Management Development. December 1996. 91p.
This report provides an in-depth analysis of the education management system inherited from the apartheid education system. It proposes a school-centred approach which will support rather than direct changes in education management.

Discussion document: Lifelong learning through a national qualifications framework: report of the Ministerial Committee for Development Work on the NQF. February 1996. 69p. and appendices.
This report represents an early stage of policy formulation regarding articulation of the NQF with the outcomes-based curriculum for lifelong learning.

National Committee on Further Education: Preliminary Report. February 1997. 81p. and appendices.
This report conceptualises further education and analyses the current situation and future needs. Critical policy questions and future challenges are posed.

NCHE discussion document: A framework for transformation. April 1996. 163p. and appendices.
This report is the culmination of 15 months work by various task teams, technical committees and working groups set up by the National Commission on Higher Education. The report provides an analysis of the sector and proposes a broad framework for transformation and restructuring. Within a year this report was followed by Green and White Papers and draft legislation.

Norms and standards and governance structures for teacher education: discussion document. Committee on Teacher Education Policy (COTEP). July 1994. 87p. with appendices.
This document develops a framework of norms and standards for outcomes-based teacher education as part of an equitable, democratic and non-discriminatory education system.

Report of the Committee to Review the Organisation, Governance and Funding of Schools. August, 1995.
Commonly referred to as the Hunter Report, this document provides a descriptive overview of the variety of school types existing in South Africa, the legislative implications of the Constitution, and issues of governance and funding. Four funding options are explored, followed by recommendations.

Other Policy Statements from the National Department of Education

A distance education quality standards framework for South Africa: a discussion document prepared by the Directorate: Distance Education, Media and Technological Services, Department of Education. December 1996. 141p.

The quality of Distance Education practices in South Africa, said to be mostly inefficient, inappropriate and ineffective, is the focus of a Departmental Research Group report. Descriptive, non-regulatory standards are developed to guide good practice, followed by recommendations for their implementation.

A four year implementation plan for adult education and training: provision and accreditation: Draft 2. July 1997. 99p. and appendices.

Various elements of the four year plan are presented such as enrolment targets, practitioner development, the quality assurance system and the financial model. National and provincial coordinating structures and their linkages are described.

A national policy framework for school library standards: a discussion document prepared by the Directorate: Distance Education, Media and Technological Services, Department of Education. July 1997. 83p.

This discussion document argues that library-based resources are critical for teachers and learners to access an outcomes-based learner-centred curriculum, and proposes that provinces adopt a flexible approach which accommodates various school library models. This, and generic school library standards for the diversity of South Africa's public schools,

are innovations that mark a complete departure with past approaches.

Call for comments on the draft statement on the National Curriculum for Grades 1-9. (Government Gazette, 384(18051) 6 June 1997). 256p.

By Gazetting the outcomes-based national curriculum for grades 1-9, the Ministry of Education pursues a consultative process and invites the public to submit comments by a specific date. An outline of the curriculum development process is presented on the front page.

Discussion document: Curriculum 2005: specific outcomes, assessment criteria, range statements, grades 1 to 9. April 1997. 238p.

Based on earlier drafts of the curriculum framework, this text offers explanatory sections about the role and functions of key players in the development of this curriculum, the reconceptualisation of learning within the National Qualifications Framework, and the basic concepts of an outcomes-based curriculum. Specific outcomes, assessment criteria and range statements in each learning area are provided for foundational, intermediate and senior phases - unlike earlier drafts which prescribed for each grade.

Discussion document: Structures for the development of national policy regarding curriculum and related issues: report of the Consultative Forum on Curriculum. February 1996. 25p. and appendices.

This discussion document considers international models and proposes national and provincial structures such as institutes which will facilitate curriculum development for lifelong learning.

Draft ABET policy. April 1997. 61p.

Based on an earlier draft dated March 1997, this policy document is accompanied by the four year implementation plan for adult education and training. It outlines the foundation that underpins the policy, the strategies to institutionalise ABET and integrate it into lifelong learning, the curriculum framework, and issues such as materials development, instructional delivery, training and orientation of practitioners and evaluation systems.

Draft recommendations for the development and implementation of assessment policy: to be considered in conjunction with the Draft Curriculum Framework for General and Further Education. [1997]. 75p. Glossary and bibliography.

The stated purpose of this document is to initiate the process of drafting and implementing national assessment guidelines for compulsory schooling. The document attempts to integrate theoretical and implementation aspects of assessment and especially inform Learning Area Committees as they develop outcomes and sample learning programmes.

Educational broadcasting plan July 1996 to December 1997: proposal for a partnership between the Department of Education and the South African Broadcasting Corporation. March 1996. 105p.

Policy and transformation, culture of learning, teacher education and development, resources to support the curriculum, and early childhood education are just some aspects of the South African education and training system which this plan, with a budget of over R112 million and its strategic partnership, aims to support.

Outcomes based education: draft curriculum framework. March 1997. unnumbered.

This is an early draft of the curriculum for each learning area. The assessment criteria and range statements for specific outcomes are defined for each grade from 1 to 9.

Outcomes based education in South Africa: background information for educators. March 1997. 58p.

In this document, the Department of Education attempts to demystify outcomes-based education and provide a rationale for the change to a curriculum based on outcomes. New concepts and their relatedness are explained, with advice about how the approach can be implemented.

Structures for the development of national policy regarding curriculum and related issues. First draft: February 1996: Second draft prepared by Working Group 3 of the NCDC: July 1996.

Drafts of a policy framework for a new curriculum in South Africa's public schools. The first draft proposed a conceptual framework for learning areas. The second draft elaborated on the proposed statutory structures for curriculum development and lifelong learning and their relationships.

Technology 2005: Draft national framework for curriculum development. May 1996. 43p.

Produced by the HEDCOM Technology Education Project Committee, this document provides the basis upon which provincial task teams of the Technology 2005 Project conduct provincial curriculum development initiatives. It includes interim standards for Technology Education as a school learning focus / subject.

The role and function of the school (its teachers) in the promotion of respect for human values and dignity, of cultural understanding, tolerance and peace in South Africa: monograph prepared for UNESCO by contract with the World Confederation of Teachers (WCT) by the Education and Research Committee of the South African Council for Educators (SACE) and approved by Prof S.M.E. Bengu, Minister of Education of the Republic of South Africa. July 1996. 67p.

Part 1 provides an overview of the transition in South Africa and the new government's commitment to democratisation. Part 2 describes legislation and policy documents that influence human rights and education. In Part 3 the authors consider attempts at implementation and examine rural areas and value-conflicts in particular. The document concludes with recommendations for the consideration of SACE.

Towards a language policy in education: discussion document. November, 1995. 41p.

As a 'basis for initiating debate on language policy, not pre-empting it', this text identifies long and short-term opportunities and strategic interventions for transformation to eliminate discriminatory policies in education affecting either access of learners to education or their success within in.

Towards a policy framework for assessment in the General and Further Education and Training phases in South Africa: discussion document. March 1997. 54p.

Existing policy documents and current developments which have a bearing on assessment are outlined, followed by the outcomes-based model for continuous assessment and examinations in schooling and pre-tertiary education and training.

Annual Reports[2]

Department of Education Annual Report June 1994 - December 1995. May 1996. 88p.

As the first education annual report of the Government of National Unity, it covers the transition to national and provincial departments, key policy developments, the reconstruction and development of education and training, financing education, labour relations and international relations. Appendices include information about the budget, staffing, task teams and commissions and statistics relating to the education sector.

Department of Education Annual Report 1996. April 1997. 112p.

A very accessible and informative text which clearly reports the objectives, strategies, programmes and activities of the national Department of Education, and provides organisational, statistical and financial information about the education system at its current stage of transformation, together with the names of various task teams and commissions.

Former Government's Proposal for Educational Reform

Education renewal strategy: management solutions for education in South Africa. November 1992. 141p. Department of National Education (DNE).

This report represents the former National Party government's recognition of the imperative to reform education in South Africa and their attempts to respond managerially and by

[2] Only annual reports of the new national Department of Education are included. A multiplicity of Departments existed prior to June 1994 in the apartheid education system and continued to function on an agency basis in provinces after that date.

tinkering, without confronting the fundamental issues and flaws in the system.

Section 2: Policy Proposals from Stakeholder Organisations

African National Congress (ANC). (1994) Implementation plan for education and training (IPET). (Unpublished). 413p.
Although this IPET report was not formally published for wide distribution, it signifies the culmination of the ANC's education and training policy formation in South Africa, hence its inclusion here. IPET was based on an earlier draft of the ANC's policy framework. It attempts to cost restructuring and redress and develop a short and long-term strategy in all education sectors to be operationalised after the elections.

African National Congress (ANC). (1995) A policy framework for education and training. Braamfontein: MacMillan Boleswa. 135p.
This publication represents the culmination of an extensive policy process begun by the ANC in 1992, when the organisation convened a National Policy Conference and clearly articulated principles and a broad vision of a system that integrated education and training. The Policy Framework covers governance and organisational issues, mobilising financial resources, educator development, resources for learning and the reconstruction of sectors.

National Adult Basic Education Conference. (1994) Coming in from the cold: putting adult basic education on the national agenda, 12-14 November 1993. Johannesburg: National Interim Executive Committee of the South African Committee for Adult Basic Education (SACABE). 78p.
Rosa Maria Torres of UNICEF and Prof Bhola, originally from India, presented the keynote papers at this conference. The proceedings reflect the initiative of major stakeholders in

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the adult basic education sector to formulate a national coordinating structure in the pre-election period before the new government took charge of the education bureaucracy.

National Education Conference. (1992) Back to learning: the National Education Conference 1992. Johannesburg: Ravan Press/Sached Trust. 84p. Appendices.

This national conference was convened by Mandela's Education Delegation after early negotiations between the Delegation and the government proved unsuccessful. It is described as a watershed especially for the unity it achieved in the struggle against Bantu education. As a response to the education crisis, a Code of Conduct for various constituencies of school communities was drawn up and is appended.

National Education Coordinating Committee (NECC). (1992) The National Education Policy Investigation: the framework report and final report summaries. Cape Town: OUP/NECC. 260p.

Other NEPI reports: Adult basic education; Adult education; Curriculum; Early childhood educare; Education planning, systems and structure; Governance and administration; Human resources development; Language; Library and information services; Post-secondary education; Support services; Teacher education.

NEPI, a research project of the NECC, was conducted between December 1990 and August 1992. It represents the first attempt after the unbanning of organisations opposing apartheid, to interrogate policy options in all areas of education within a value framework derived from the ideals of the broad democratic movement. These reports are seminal to the ANC's Policy Framework, and laid the foundation for the future ANC-led government's education and training policies.

National Training Board (NTB). (1994) Executive summary: A discussion document on a National Training Strategy Initiative, a preliminary report by the National Training Board. (S.l.): National Training Board. English: 42p; Afrikaans: 43p.

This summarises proposals which had a significant impact on the general direction of education policy development in South Africa. It includes recommendations concerning, amongst others, the integration of education and training, the National Qualifications Framework, South African Qualifications Authority, outcomes-based education, recognition of prior learning and lifelong learning.

South African Institute for Distance Education (SAIDE). (1995) Open learning and distance education in South Africa: report of an international commission, January - April 1994. Manzini: MacMillan Boleswa. 227p.

In 1993-94, SAIDE and the ANC convened an international commission of experienced and recognised distance educationists, to review the current provision in South Africa and propose ways in which an open learning approach can be realised. This work covers many of the key issues for reconstructing the distance education sector, including establishing the National Open Learning Agency (NOLA) as a statutory body.

Section 3: Critical Responses of Researchers, Academics and Individual Observers

General

Badat, S. (1995) *Educational politics in the transition period.* Comparative Education, 31(2):141-159.

Badat considers four issues that have been prominent in shaping recent debates: developments in educational contestation during the first four years of transition: objectives and strategies of the main progressive education movements: the debate concerning state and civil society and the attendant implications for educational advocacy groups: and the starting point of education policy formation within a transformative framework.

Bentzen, N., Cole, J. and Sogge, D. (1997) Funding for transformation in times of transition: a report of a Midterm Review of the Interfund/Ibis Transitional Development Assistance Programme in South Africa 1994-1998. Braamfontein: Interfund.

Although this document encompasses more than the education sector and is primarily about Interfund/Ibis interests in South Africa, the section on socio-political trends, supported by the discussion of the education sector, provide a critical perspective of developments in South Africa since 1994.

Bray, E. (1996) *The South African bill of rights and its impact on education.* South African Journal of Education, 16(3):150-158.

The provisions of the 1993 (interim) Constitution, in particular the rights of individuals and the attendant obligations of the state, and the implications for education,

especially schooling, are discussed. The right to establish public schools and rights concerning language and religion are covered, some of which were later contested in debates leading up to the 1996 Constitution and the South African Schools Act.

Brown, D. (ed.) (1997) Education policy and language learning for a multilingual society: proceedings of a conference held at Mount Amanzi, Hartebeespoort, Gauteng, 30 October - 1 November 1996, jointly organised by the Education Policy Unit, University of Natal and the Centre for Education Policy Development, Evaluation and Management. Durban: Education Policy Unit, University of Natal. 79p.
This collection of papers covers a wide range of issues concerning language policies and education. These include the legal framework of the new Constitution and its implications, the government structures which will influence language development and practice, the experiences of school level initiatives and the role of the publishing industry. An appendix brings together extracts of language clauses from provincial legislation.

Carrim, N. and Sayed, Y. (1993) *Civil society, social movements and the National Education Co-ordinating Committee (NECC).* Perspectives in Education, 14(1):21-34.
The role of the NECC as an organised anti-apartheid alliance within civil society is considered in terms of social change. The authors understand the NECC's engagement from 1990 as signalling a shift or transition from a critical struggle stance to that of positive struggle. Although the NECC has since closed down, this article provides insight about a significant roleplayer during the early years of educational transition.

Chisholm, L. (1992) *Policy and critique in South African educational research.* Transformation, 18:149-160.
Chisholm presents a succinct historical overview of education policy development in South Africa and discusses the problems experienced during the pre-1994 election period in formulating education policies, not just as documents, but as processes and plans for implementation.

Christie, P. (1992) *From crisis to transformation: education in post-apartheid South Africa.* Australian Journal of Education, 36(1):38-52.
Provision and legitimacy are identified as the major issues which characterised the crisis in the apartheid education system and which must be regarded as the starting point for the development of post-apartheid education policies. Christie also comments briefly on the former government's Education Renewal Strategy.

Christie, P. (1991) The right to learn: the struggle for education in South Africa. (2nd ed.) Johannesburg: Ravan Press / Sached Trust. 309p.
An accessible account and discussion of the struggle for democratic education in South Africa. Data charts, graphs and short extracts from scholarly texts, make it easy to understand the underlying problems, major issues and challenges arising in education.

Christie, P. (1996) *The RDP's Culture of Learning Programme: perspectives on policy analysis and research.* Journal of Education, 21:61-82.
This article presents the Culture of Learning Programme (COLP) as an RDP initiative which was fraught by tensions because it tried to marry diverse policy goals of the new government: as a symbol of a consensus vision of social

transformation and as a lever for changing government's way of working, and by foregrounding operating principles over delivery of services and goods.

Criticos, C., Deacon, R. and Hemson, C. (eds.) (1995) Kenton Olwandle, Education: reshaping the boundaries, proceedings of the Twentieth Kenton Conference held at Scottburgh, KwaZulu-Natal in October 1993. Durban: Department of Adult and Community Education, University of Natal. 302p.
A compilation of papers from the 1993 Kenton education conference held in the year following the publication of the NECC's National Education Policy Investigation reports and the National Party government's Education Renewal Strategy (ERS) document.

Cross, M. (1992) Resistance and transformation: education culture and reconstruction in South Africa. Johannesburg: Skotaville. 292p. Bibliography and Index.
Michael Cross traces the role played by culture in shaping and developing the apartheid education system as well as the course of struggles for transformation in education. He contends that unless there is a critical examination of the theoretical approaches that informed the historical development of the system and the intervention of struggle, and unless the analysis impacts on educational practice, the oppressive social order may be perpetuated.

Deacon, R. and Parker, B. (1996) *The ordering of educational discourse in South Africa*. South African Journal of Education. 16(3):164-169.
Two academics show that there are similar assumptions that underpin the four divergent and overlapping discourses of fundamental pedagogics, the vanguard People's Education, critical discourse and the contradictory amalgum negotiated

during the transitional period. To avoid the new system of education being structurally similar to the old, they call for the rethinking of the pedagogical enterprise.

Donaldson, A. (1992) Content, quality and flexibility: the economics of education system change. (Series: *South African Institute of Race Relations Spotlight*, 5/92) 12p.
The central argument in this paper is that attempts to extend educational access and opportunities are confined by financial resources. The alternative, improved efficiency, is inhibited by dynamics within departments and the lack of incentives. Donaldson proposes decentralisation and rethinking the role of departments.

Enslin, P. (1994) *Education for nation-building: a feminist critique*. Perspectives in Education, 15(1):13-26.
Enslin offers a critical feminist perspective, finding education for nation-building in the discourses of apartheid and the liberation struggle. She argues that it undermines the emergence of democratic gender politics in South Africa and, instead, proposes education for democratic citizenship.

Everatt, D. and Sisulu, E. (eds.) (1992) Black youth in crisis: facing the future. Braamfontein: Ravan Press. 89p.
This book contains several papers presented at a 1991 conference which considered the possible implications and outcomes posed by the problems facing South African youth involved in and affected by the turmoil of the 1980s.

Greenstein, R. et al. (1995) Towards a new framework for school organisation: proceedings of a conference held on 25-26 April 1995 in Durban, KwaZulu-Natal. Durban: Education Policy Unit, University of Natal. 154p.

A collection of conference papers which look back at the school system inherited from apartheid, and forward at the possibilities for transforming schools, in terms of organisation, governance and funding, and the legal implications of the new constitution. The Department of Education jointly organised this conference as a forum for stakeholder organisations to discuss their perspectives on these issues with the Hunter Committee. Some stakeholder position papers are included.

Heugh, K., Siegrühn, A. and Plüddemann, P. (eds.) (1995) Multilingual education for South Africa. Johannesburg: Heinemann. 150p. Index.

A collection of papers which consider language for teaching and learning in the classroom as well as the broader societal implications. Models of multilingual schooling are proposed and aspects of implementation are teased out.

King, K. (1993) *Education policy in a climate of entitlement: the South African case*. Perspectives in Education, 14(2):199-208.

A brief commentary on the NEPI reports and issues that were either omitted or on which the reports are weak.

Krige, D. et al. (1994) The education atlas of South Africa. Durban: Education Foundation.

This publication presents the geographic mapping of data that is useful to educational planners and implementers. Each map is accompanied by brief explanatory notes. Although such

data has a limited shelf life, this publication, and forthcoming editions, offer a wealth of information previously unavailable.

MacKenzie, C. (1993) *New models of school management in South Africa: licence for change or loophole for separatism?* British Journal of Educational Studies, 41(3):287-301.
An international perspective and critique of the Clase models of school management which were implemented by the former National Party government. MacKenzie argues that the granting of autonomy to individual schools would widen the gap between advantaged and disadvantaged schools.

McLennan, A. (1994) *"And women, too, will play their part": the relevance of gender to equal education in South Africa.* Perspectives in Education, 15(1):53-68.
Writing this paper during the negotiation phase, McLennan argues that the challenge of equal education to relations of class, race or gender dominations will be reduced if the notion of equality used is limited to schooling and factors such as the equal allocation of resources and access.

Metcalfe, M., Vadi, I. and Nkomo, M. (1992) *From the Mandela Education Delegation to the National Education Conference: setting the stage for negotiations.* Perspectives in Education, 31(2):107-122.
This report traces the history of initiatives in 1990-92 that emerged in response to the education crisis and which signalled a new and formative stage in the resistance to apartheid education.

Morrell, R. (1992) *Gender in the transformation of South African education.* Perspectives in Education, 13(2):1-26.
Written prior to the installation of a democratic government, Morrell provides an overview of South African research on

gender and women, particularly pupils and teachers in education, and the stance of some key political players in the education sector. He suggests research questions concerning gender and education which will need to be addressed under a new dispensation.

Motala, E. (1993) Collected papers on education in transition. (*MEPU Occasional Publication no.2.*) Durban: Macro-Education Policy Unit, University of Durban-Westville. 83p.
Motala tackles some of the central transitional issues that emerged in the early 1990s. These include affirmative action, literacy, the role of service organisations, human resources development and the notion of popular education.

Motala, S. (1995) *Surviving the system - a critical appraisal of some conventional wisdoms in primary education in South Africa.* Comparative Education, 31(2):161-179.
High repetition and dropout rates reflect the poor quality and inequality of primary education in South Africa, and represent a great waste of human and financial resources. Motala proposes that lowering the rate can be realised through quantitative expansion of and qualitative improvements to primary schools. Motala's research contributes significantly to the slender body of literature on this issue and foregrounds the difficulties of obtaining reliable information from some schools, for example, when she found that most dropouts had not actually dropped out but were still in the school system.

Nkomo, M. (ed.) (1990) Pedagogy of domination: toward a democratic education in South Africa. Trenton, NJ: Africa World Press. 474p. Appendices, bibliography and index.
The first part of this important volume briefly covers the historical roots of apartheid education while the second part provides analyses of various resistance and reform initiatives.

The last part considers possibilities and prospects for education in post-apartheid South Africa.

Nzimande, B. and Sikhosana, M. (eds.) (1996) Affirmative action and transformation. Durban: Indicator Press. 300p.
A collection of articles which examine affirmative action theoretically, and explore the role it can play in transforming South African society towards greater equity and democracy. Several papers investigate the relationship of affirmative action to human resource development in both public and private sectors.

Parker, B. (1993) *Intellectuals and education system change*. Perspectives in Education, 14(2):221-228.
A critically reflective paper on the role of anti-apartheid intellectuals in the formulation of policies for educational change, despite their lack of experience in the policy domain. In the post-1990 period, Parker identifies the emergence of shifting, multiple interest groupings and decision-making forums which tend to exclude groups without acknowledged intellectual skills or who are unorganised.

Pillay, P. (1995) Fiscal decentralisation and rural development: the case of education. Braamfontein: Land and Agriculture Policy Centre. 42p.
Pillay presents a critique of apartheid-era education funding mechanisms and budgetary processes, centralisation / decentralisation debates, stakeholder proposals for governance, and the implications for rural communities. He considers mobilising resources through partnerships and local councils.

Samoff, J. (1997) Frameworks: South African education and training policy documents, 1994-1996. Durban: Macro-Education Policy Unit, University of Durban-Westville. 17p.
In this commissioned paper, Samoff comments on the progress made by the Department of Education in developing national policy and the participation of stakeholders. Several policy texts are reviewed from a thematic perspective and implications for education research are teased out.

Soudien, C. (1996) *Issues of race and identity*. Academic development, 2(1):37-46.
In this paper, Soudien calls on academics, both researchers and teachers, to confront the role they play in perpetuating notions of race and 'other' within the education context.

Unterhalter, E., Wolpe, H., Botha, T., et. al. (eds.) (1991) Apartheid education and popular struggles. Johannesburg: Ravan Press. 252p. Index.
These papers, presented at a Research on Education in South Africa (RESA) conference held in the UK, reflect issues of contestation at the start of transition and prior to the NECC's National Education Policy Investigation: popular resistance, reform strategies, people's education, the role of academics and research.

Young, M. (1993) *The context and the content of educational policy analysis: some comments on the National Education Policy Investigation (NEPI) Framework Report*. Perspectives in Education, 14(2):191-198.
Young considers the significance of the NEPI approach and its contribution to education policy in South Africa.

Adult Education

Aitchison, J. (1996) *Literacy waits... and waits... for something to happen: literacy and adult basic education in South Africa from the nineteen-seventies to the nineteen-nineties*. Journal of Education, 21:83-94.

A succinct overview of developments in the adult basic education sector, and the organisations which have been important roleplayers in the struggle to raise literacy issues at education and training forums and with education departments. Apart from one or two paragraphs, the article concentrates on events and trends since 1990.

Budlender, D. and Hirschowitz, R. (1994) *Adult education, gender and access*. Perspectives in Education, 15(1):149-170.

This paper reports on a questionnaire administered to 2000 South African adults in 1992, which found that the effects of race often overshadow those of gender, and that there are important gender differences in the needs and aspirations of men and women. The authors argue that unless these issues are addressed in adult education, the disadvantaged position of women will be reinforced.

Fuller, B., Pillay, P. and Sirur, N. (1995) Literacy trends in South Africa: expanding education while reinforcing unequal achievement? Cape Town: School of Economics, University of Cape Town. 61p.

This paper analyses data from a World Bank and European Community sponsored project on living standards and development in South Africa, in order to examine the effect of the post-1976 period on literacy patterns, current variances among racial groups and between families within particular ethnic groups for home-language literacy levels and English, and the impact of schooling in raising literacy levels.

Hemson, C. (1992) Proceedings of the Conference of University-based Adult Educators, Redacres, Natal, in April 1992. Durban: Centre for Adult Education, University of Natal. 133p.

A collection of 16 conference papers. In particular, the papers cover curriculum, certification and articulation of courses, the role of universities in adult basic education, university-based programmes and adult education in the workplace.

Lyster, E. (1995) Research report on the New Readers Project. Durban: Centre for Adult Education, University of Natal. 95p.

The report documents a two-year project about post-literacy and producing easy readers for adults. The process by which the texts were developed, tested, illustrated and produced as books, is clearly described. Several broad themes and issues were raised during the project. They concern the dilemmas that arise around the reasons for reading, role models and reality, dealing with complex issues in simple language, oral and written language, and spoken and written Zulu.

Walters, S. (1994) *Training gender-sensititve and feminist adult educators in South Africa: an emerging curriculum.* Perspectives in Education, 15(1):115-130.

A challenge that adult educators require educational skills, theoretical understandings and a commitment to social activism if they are to become self-conscious actors, reflecting and acting on their own privilege and oppression, and challenging oppressive gender relations.

Webster, E. and Leger, J. (1992) *Reconceptualising skill formation in South Africa.* Perspectives in Education, 13(2):53-68.

Starting with an analysis of skill formation in craft unions and an overview of current research on skill formation among

gold miners, Webster and Leger propose a new approach to skills development based on a broader conceptualiation of skill. This paper introduces several ideas which are now widely accepted and central to the new government's skills development strategy.

Wolpe, A. (1994) *Inserting feminism into adult education.* Perspectives in Education, 15(1):131-148.
Wolpe argues that women's interests are subsumed under the broad goals of adult education and their needs are largely unacknowledged. She examines these needs and interests and tries to establish how adult education programmes can address them.

Early Childhood Development

Plaatjies, D. (1993) *Hope is the child of the future: the struggle for unity in early childhood education in South Africa.* Perspectives in Education, 14(1):89-94.
This short article describes the under-provision of early childhood education in South Africa, the reasons for greater provision, and ways in which a united national early childhood education programme can be developed.

Further Education

Badat, S., Wolpe, H. and Barends, Z. (1993) The post-secondary education system: towards policy formulation for equality and development. Bellville: Education Policy Unit, University of the Western Cape. (Series: *Working Paper* no. 1) 17p.
The authors raise the main issues and themes concerning equity for the post-secondary education system. They argue that equity and development goals must be balanced, forming a framework for transformation.

Education Policy Unit (EPU). (1996) Out-of-school youth report: policy and provision for out-of-school and out-of-work youth. Johannesburg: EPU, University of the Witwatersrand. 208p.
This in-depth report, investigating the conditions of youth in South Africa, was commissioned by the National Youth Development Forum. The report is presented in three parts: a review of policy documents, a survey of provision, and recommendations and an implementation plan. It is significant as the first substantive and comprehensive youth study conducted since April 1994.

Higher Education

Centre for Science Development (CSD). (1992) Symposium: putting the case for the humanities. Pretoria: CSD. (Series: *Africa 2001*, 1(2).)
A collection of academic papers arguing for the relevance and retention of human science studies in a transformed South African higher education sector.

Centre for Science Development (CSD). (1993) Symposium and workshop: postgraduate research training and supervision in the human sciences in South Africa. Pretoria: CSD. (Series: *Africa 2001*, 2(2).)
A collection of papers which identify common problems and needs experienced in establishing effective post-graduate training in South Africa.

Cooper, D. (1995) *Technikons and higher education restructuring*. Comparative Education, 31(2):243-260.
Cooper provides a profile of technikons and considers their role within the context of a restructuring higher education sector. In particular, he discusses the implications of articulation with other tertiary institutions, the national and

provincial dimensions of governance, staff development programmes and ways of enhancing science and technology fields.

Dlamini, C. (1995) *The transformation of South African universities*. South African Journal of Higher Education, 9(1):39-46.
Change in universities is essential when society moves from authoritarianism to democracy but, Dlamini argues, issues of student representivity and affirmative action should not jeopardise academic standards. To underpin his argument, Dlamini cites problems which have arisen at South African universities. He foregrounds these against international experience of involving students in governance.

Herman, H. (1995) *School-leaving examinations, selection and equity in higher education in South Africa*. Comparative Education, 31(2):261-274.
Debates concerning the transformation of higher education institutions have focused attention on the fairness of using school exit examination results as an admissions selection tool for university entrance, especially when the school system has been highly unequal and favouring the privileged white minority. Herman argues that mass access to higher education is problematic unless attention is given to policy issues concerning the development of qualified staff and facilities, breakdown in the culture of teaching and learning, and entitlements.

Kraak, A. (1996) *Intermediate skilling and a new university qualification structure for South Africa*. South African Journal of Higher Education, 10(1):52-59.
This article contributes to the debate concerning the National Qualifications Framework by highlighting some flaws in the

higher education qualifications structure. Kraak proposes a model with flexible entry and exit points.

Makgoba, M. (1996) *South African universities in transformation: an opportunity to Africanise education.* Perspectives in Education, 17(1):175-186.
Makgoba considers the notion of a university in Africa, the implications of the Africanisation process, the major barriers and the current social context.

Ngqakayi-Motaung, N. (1996) *Educational achievement and interpretations of 'difference' in post-1990 South African tertiary education.* Perspectives in Education, 17(1):73-98.
This paper reports a 1993 investigation of staff and student views concerning issues of educational achievement pertaining to black students at a historically white university. Differing interpretations of change in the South African context facilitate exploration of the manner in which meanings attached to achievement articulate with broader societal issues and, in some cases, signal new forms of racism and conservatism in education.

September, P. (1993) *Academic libraries and the transformation of higher education.* South African Journal of Higher Education, 8(1):34-37.
The undefined role of the academic library and librarian in the transformation of the curriculum in higher education institutions is a serious oversight because the library is a primary point of intersection in the learning experience. September argues that the library and librarians should be involved in tranformation processes as equal partners with other institutional units and participants, with the academic library's role being redefined as a 'teaching library'.

Switzer, L. (1996) *University reform, academic performance and the crisis in education at the University of the Western Cape and other historically 'black' universities in South Africa.* Perspectives in Education, 17(1): 51-71.
By interrogating some assumptions about the nature of university reform in South Africa, Switzer assesses that unless issues of academic performance (including entrance testing) are also addressed, there will be little racial, ethnic, cultural or intellectual diversity and the overall academic standing will suffer.

Wolpe, H. (1995) *The debate on university transformation in South Africa: the case of the University of the Western Cape.* Comparative Education, 31(2):275-292.
Wolpe considers how universities should be retooled to serve the needs of a new social order. He argues that this implies a restructuring of the undergraduate programme, a research agenda which is directed at meeting basic community needs, and the development and extension of high level academic work with facilities to support such work.

Specialised Education and Support Services

Donald, D. (1993) *Reconceptualising the nature and extent of special educational needs in South Africa.* Perspectives in Education, 14(2):139-156.
The extent of intrinsic and extrinsic special education needs in South Africa are estimated as being considerably greater than in advantaged social and educational contexts. Donald challenges the assumption that this need can be ignored or marginalised by the current reconstruction of education.

Green, L., Naicker, S. and Naude, L. (1995) *Specialised education and general education: a team approach to promoting learning.* South African Journal of Education, 15(1):1-5.

Integration of specialised and general education will have benefits related to accessing the curriculum. These ideas are located within a framework presented in the NEPI reports.

Kallaway, P. (1996) *Policy challenges for education in the new South Africa: the case for school feeding in the context of social and economic reconstruction.* Transformation, 31:1-24.

In this paper, the contemporary issue of educational reform and school feeding schemes is presented against an historical and international background. Kallaway reviews the education policy documents produced by the National Party government, which interpreted individual and social needs narrowly and ignored the social and economic context outside the schools, and the ANC-led government, which identified nutrition as an urgent issue but one which, in implementation, remained disconnected from the post-apartheid education system.

Lazarus, S. and Donald, D. (1995) *The development of education support services in South Africa: basic principles and a proposed model.* South African Journal of Education, 15(1):45-52.

The authors argue for the integration of education support services in curriculum development if the physical and mental health of young people is to be addressed. Basic principles, governance structures and a participatory and partnership approach which will support delivery are proposed.

Governance

Buckland, P. and Hofmeyr, J. (1993) Education governance in South Africa. (*EDUPOL Resource Document Series*, 1(1)). Braamfontein: EDUPOL, Urban Foundation. 76p. Bibliography.

An investigation of the governance options for the restructuring of schools, which represents an alternative view to proposals that emerged within the democratic movement. The recommendations are based on the notion that policy processes comprise discrete stages that can be handled by separate structures of the proposed four tiers of governance.

Coombe, C. and Godden, J. (eds.) (1996) Local/district governance in education: lessons for South Africa. Braamfontein: CEPD. (ii), iv, 222p.

A collection of papers about the devolution of school governance to district or local level. Many of the papers reflect on the experience of education departments in other countries.

Karlsson, J., Pampallis, J. and Sithole, S. (1996) Restructuring educational governance at sub-national levels in South Africa. Durban: Education Policy Unit, University of Natal. 106p.

This report documents a study conducted shortly after the 1994 elections concerning the international experience of decentralising governance and the possibilities for democratic school governance at provincial and institutional level in South Africa. The researchers review Model C school governance structures and stakeholder perceptions about these schools and other issues of democratic governance such as powers and functions, capacity building and participation.

Curriculum and Qualifications

Bodibe, R.C. (1994) *The multicultural counselling curriculum in a changing South Africa: much ado about most things.* Multicultural Teaching, 12(3):17-30.

In this article, Bodibe identifies ways in which the counselling curriculum has been ideologically tainted and recommends strategies to actualise a curriculum which accepts multiculturalism.

Cuthbertson, G. and Grundlingh, A. (1992) *Some problematical issues in the restructuring of history education in South African schools.* South African Historical Journal, 26:154-171.

Written prior to South Africa's first democratic elections and the development of an outcomes-based curriculum, these authors caution against the uncritical and mechanical transfer of discourses for history education (such as nation-building, group identity and multiculturalism) from other European and Anglo-American countries without adequate attention to the South African context and the legacy of ethnic and cultural manipulation under apartheid.

Goolam, F. and Khumalo, L. (eds.) (1997) Perspectives on outcomes-based education (OBE): proceedings of a national conference on outcomes-based education held at the University of Durban-Westville, 20 March 1997. Durban: Macro-Education Policy Unit, University of Durban-Westville.

The papers in this compilation are written by education department officers, academics, a school teacher and a representative of a teachers' union. Each provides a particular critical perspective on OBE as the new curriculum paradigm for South African education and training.

Hindle, D. (1996) A review of curriculum development structures and processes in South Africa, 1994-1995. (Series: *Working Paper* no.6) Durban: Education Policy Unit, University of Natal. (iv), 31p.

An outline of the early stages and problems in the democratic government's curriculum reform process.

Human Sciences Resarch Council (HSRC). (1995) Ways of seeing the National Qualifications Framework. Pretoria: HSRC. x, 186p.

This book reflects discussions of various stakeholders and the HSRC, surrounding the development of a national qualifications framework (NQF). It gives a broad overview of the NQF, explains the key concepts such as integration, performance, competence, and suggests ways of implementation, as well as providing an outline of the roles and structures associated with the South African Qualifications Authority.

Lewin, K. (1995) *Development policy and science education in South Africa: reflections on post-Fordism and praxis.* Comparative Education, 31(2):201-221.

The challenge of articulating education policy reform with policy developments in related fields and implementing innovation in the curriculum is the central theme of this paper. Lewin locates his discussion within the context of a national science policy, science education and the implications of post-Fordist production technologies.

Prinsloo, J. (1995) *In and out of language teaching: media education in South Africa.* Perspectives in Education, 16(2):251-269.

In the past, media education was incorporated in language subjects. However, Prinsloo advocates a rethinking of this, an

approach which has now found currency in the new curriculum.

Simpson, L. (1997) *An outcomes-based approach to curriculum development: challenges for South Africa*. The New Teacher, 4(1):16-19.

The 'New Right' origins and entrepreneurial focus of the outcomes-based approach are outlined and located within a South African context. Simpson identifies six challenges which must be addressed if the implementation of the new curriculum is to begin in schools in 1998.

Taylor, N. (ed.) (1993) Inventing knowledge: contests in curriculum construction. Cape Town: Maskew Miller Longman. 342p. Index.

The reconceptualisation and transformation of curriculum for a democratic South Africa is the focus of this volume. Each chapter, written by a well-known South African or internationally acclaimed academic, deals with a particular aspect of curricular issues. Collectively, they form a comprehensive and significant contribution to theoretical debates and provide a foundation for the development of a new curriculum for South Africa.

Resources for Learning

Berens, P., Potenza, E. and Versfeld, R. (1992) Making a difference: ideas for change in schools. Cape Town: IDASA/OUP.

A practical book about education in transition and aimed at the whole school community. It provides outlines for workshops which examine the hidden curriculum, racial integration, classroom materials, multilingualism, conflict management, and policy development at the level of schools.

Dupper, M. (1994) *Publishing for democratic education.* Innovation, 8:30-36.
Textbook writing and publishing is a contested and fiercely competitive terrain, sometimes plagued by corruption. This report about a conference in 1994 raises issues such as quality, literacy and the state as publisher, which retain relevance during this period of transition and curriculum reform.

Gultig, J. (1991) *Moving out of the classroom: stray thoughts about media, education and liberation in South Africa.* Innovation, 3:24-29.
Gultig proposes that schooling should move from the straitjacket of mass schooling and be located within popular culture with content and pedagogical style linked to a radical political vision, rather than a narrow economistic view of the future. He explores the implications for popular media forms and libraries.

Karlsson, J. (ed.) School learners and libraries. Durban: EPU, University of Natal. 103p.
A collection of papers which look back at the fragmented and unequal provision of school libraries inherited from the past, the obstacles which prevent learners from having access to library-based resources and consider international and South African experiences as alternatives to the traditional school library model.

Kromberg, S., et al (eds.) (1993) Publishing for democratic education. Johannesburg: Sached. 182p.
Written in the pre-election period, the papers in this volume foreground the varied challenges confronting the educational publishing industry and the state about the urgent need to produce new learning resources. The framework for

educational publishing, endorsed by numerous sectoral stakeholders, is included.

Smit, W. and Hennessy, K. (1995) Taking South African education out of the ghetto: an urban-planning perspective. Cape Town: UCT Press and Buchu Books. 99p.
The premise of this book is that mere changes in syllabus content and the philosophy of education are insufficient if there are no changes in the structural elements of schools. Recommendations include the clustering of schools around specialist facilities.

South African Institute for Distance Education (SAIDE). (1994) Community learning centres: various perspectives. [S.l.]: SAIDE. 55p.
A collection of papers about Community Learning Centres (CLCs), elaborating on the concept as a suitable vehicle for open learning, especially in rural areas, and presenting South African case studies.

Stadler, C. (1991) *Competing visions for school libraries in South Africa*. Innovation, 3:15-24.
Stadler examines the provision of school libraries under apartheid and considers the emergence of reformist arguments about school libraries and the literature which tries to understand the role of libraries in support of people's education.

Stadler, C. (1993) School libraries in South Africa. (Series: *Working Paper* no.2) Durban: Education Policy Unit, University of Natal.
This paper describes the state of school libraries in apartheid South Africa and identifies two trends in South African literature: a critical analysis of libraries within a

transformatory framework; and an advocacy for libraries and improved educational quality which is uncritical of apartheid structures and their role in education. For post-apartheid South Africa Stadler proposes the multi-user school / community library model.

Racial Integration

Carrim, N. and Sayed, Y. (1991) *Open schools: reform or transformation*. Work In Progress, 74:21-24.
A critical examination of the 'opening' of white schools and the introducation of the Clase models in the early 1990s. Despite being inadequate measures of reform in a pre-democratic era, the authors concede that they present opportunities to pursue a single non-racial education system.

Naidoo, J. (1996) Racial integration of public schools in South Africa: a study of practices, attitudes and trends. Durban: Education Policy Unit, University of Natal. 99p.
Naidoo reports the findings of an investigation which sought to assess the ways in which schools formerly for the exclusive use of white and Indian communities are experiencing and responding to the desegregation process. Most schools were found to pursue an assimilationist approach, a limited form of multiculturalism or merely allowing the process to unfold without purposeful intervention. The analysis covers a wide range of issues.

Penny, A. et al. (1993) *'Just sort of fumbling in the dark': a case study of the advent of racial integration in South African schools*. Comparative Education Review, 37(4):412-433.
This case study of primary and secondary schools in Pietermaritzburg, assesses the main themes and trends which

emerged as segregated white schools dealt with the post-1990 mandate to open enrolments.

Educator Development

Beardall, J. (1995) *Teacher appraisal and professional accountability in South African education.* Perspectives in Education, 16(2):365-372.
Beardall discusses problems relating to South African teachers as professionals and makes recommendations to improve appraisal systems.

Coetzee, S. (1996) *Issues characterising the current debate on teacher unity in South Africa.* South African Journal of Education, 16(3):144-150.
This article provides the historical overview of events and the debate over professionalism, unionism, forms of protest and organisational structure which led to the formation of SADTU and NAPTOSA. It concludes by considering the implications for teacher organisations of the interim Constitution and the Labour Relations Act of 1995.

Fehnel, R. et al. (1993) Education planning and systems management: an appraisal of needs in South Africa. [S.l. : s.n.] 156p.
A World Bank and European Community sponsored investigation which brings together previously dispersed information to inform educational planning under a new political dispensation. The papers in this report, written prior to the establishment of departments in the new provinces, address programmatic and technical aspects of enhancing education.

Johnson, D. (1995) *Developing an approach to educational management development in South Africa.* Comparative Education, 31(2):223-241.
This paper reviews the extent of the provision of management education and training for school level managers and discusses the appropriateness of the university, state and non-governmental provision to the existing need. Strategies for increasing the scope and range of support are outlined.

Morrow, W. (1996) *Teacher education: reconstruction and challenges.* Perspectives in Education, 17(1):149-156.
Morrow identifies the lack of systematic learning as one of the underlying causes for the deterioration in South African schooling and calls for the reprofessionalisation of teachers and a conceptualisation of teaching as the organisation of systematic learning.

Nassimbeni, M., Stilwell, C. and Walker, C. (1993) *Education and training for library and information work: an analysis of the current South African situation with a view to the way forward.* Innovation, 6:30-44.
Problems and distortions manifest in the education and training of library and information workers imply that students are not appropriately prepared to play a role in the transformation of education. Alternative approaches are discussed.

Orbach, E. (1992) *A development perspective on the role and function of black colleges of education in South Africa.* Development Southern Africa, 9(2):199-212.
In proposing comprehensive reform of teacher training in South Africa, Orbach considers the apartheid related factors which led to the need for black teachers (and civil servants), the demand in the black community for teacher training - far

in excess of the need - and the poor quality of training offered at black colleges.

Salmon, C. and Woods, C. (1991) Colleges of education: challenging the cliché. Durban: Education Research Unit, University of Natal. 170p. Bibliography and appendices.
Although this publication contains information about seven colleges of education in KwaZulu-Natal, it extends beyond those institutions by opening up the debate of teacher education within the context of colleges of education. In particular, curriculum, management and pre-service training are discussed and the potential and actual links between pre-service institutions and in-service provision are considered.

Schofield, A. (ed.). (c1995) School change, school based INSET and education reconstruction: report of the 'Matlfalang' school based INSET programme 1993-1994. Braamfontein: Education Support Project. 164p.
A report of a two-year pilot project which developed and applied a school based in-service education and training (INSET) programme for educators in six schools. The project was premised on the centrality of school development for national reconstruction and development. The document includes a theoretical overview of INSET, international experience of INSET initiatives and discusses literature on school effectiveness and school change. Includes recommendations.

Vadi, I. (1993) *Apartheid education and non-racial teacher unionism: SADTU's campaign for recognition.* Perspectives in Education, 14(1):81-87.
This article plots SADTU's struggle with the former Department of National Education during the early 1990s

when legislation still precluded the possibility of recognising teacher unions with full collective bargaining rights.

Section 4. Periodicals and Newspapers

Mathlasedi: Education and Development Forum For and From the Rural Periphery, 1(1) 1982-

Published by the Institute of Education, University of North-West, it was formerly titled Mathlasedi Education Bulletin until vol 10 in 1990. This periodical focuses on rural education and development.

The New Teacher, 1(1) Mar. 1993-

Published monthly by SADTU and circulated to its members, this periodical features short informative articles on current educational issues.

The Teacher, 1(1) Feb. 1996-

A monthly newspaper for teachers and those interested in educational issues. In general, articles are short and informative and cover a wide range of issues dealing with new/proposed policies and practice. Supplements provide practical lesson suggestions.

Wits EPU Quarterly Review of Education and Training in South Africa, 1(1) Sept. 1993-

Each issue provides an analysis, from a thematic perspective, of recent developments in the education and training sector.

APPENDIX

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